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Ministerial Forum: Global Dialogue on ICT and Innovation Towards SDG 4

Mainstreaming OER Towards Education 2030

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Sustainable Development Goal 4 (SDG4) for Education 2030: Main targets

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Inclusion and relevance



**4.a Learning
Environments**



4.b Scholarships



**4.c Teachers
and Educators**



**4.2 Pre-
primary**



**4.1 Primary
& Secondary**



**4.3 TVET &
HE**



**4.6 Youth
Literacy**



**4.5 Gender
Equality**



**4.7 ESD & Global
Citizenship**



**4.4 Skills
for Work**



Leveraging OER for achieving targets of SDG 4: Action lines and strategies

Enablers

Action Lines

Targets

Costing & funding

Policy alignment

Monitoring and evaluation

Public awareness

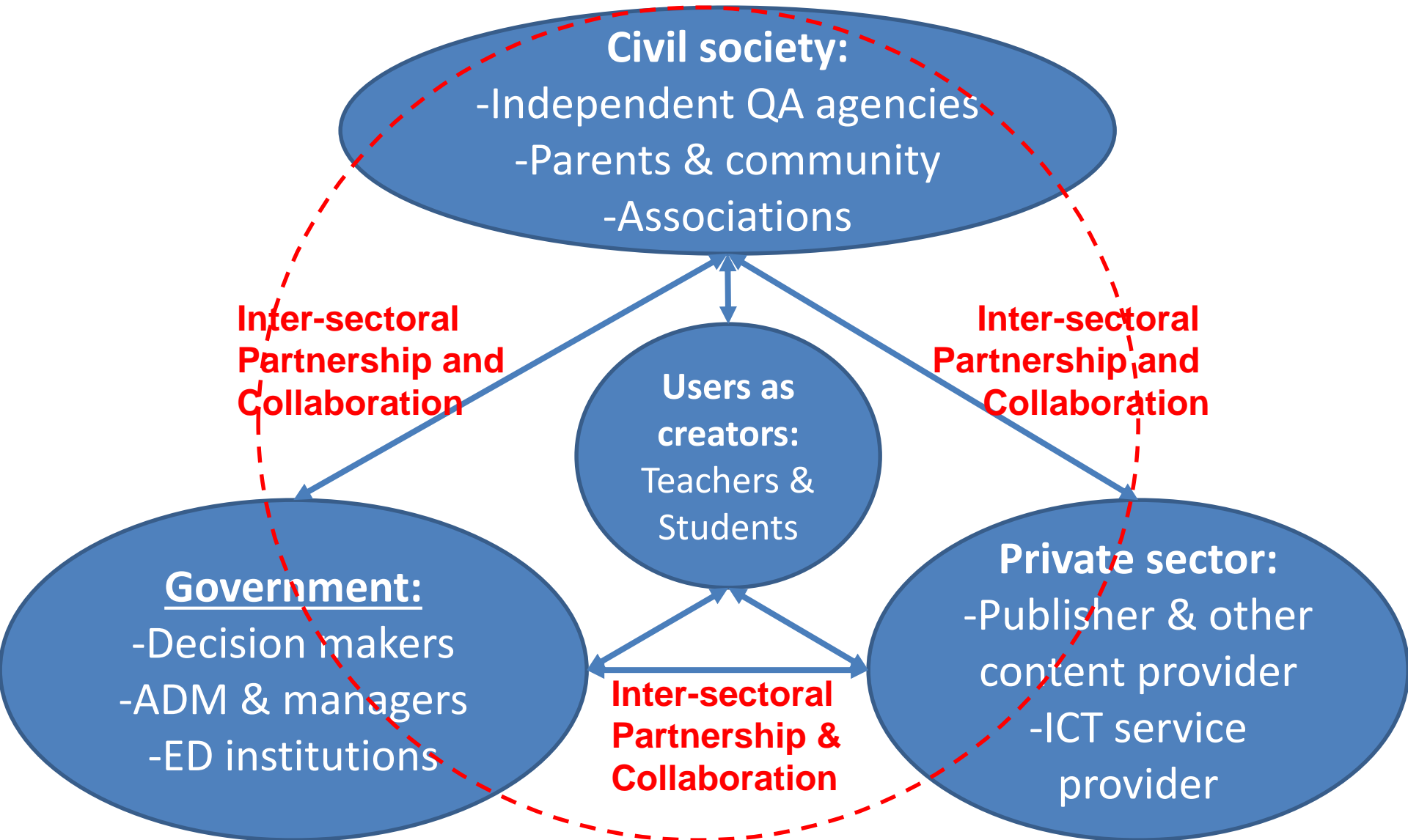
Partnership

- Regulatory framework
- Policy on open license
- Inclusive access
- Quality assurance
- OER repositories
- Capacity building for pedagogical use of OER
- OER creation & sharing incentives
- Business models
- OER researches & evidence bases

1. Inclusive OER
2. OER for indigenous languages/cultures
3. Equity and gender-equality
4. Knowledge deepening & creation in K-12
5. Expanding HE
6. TVET & skills development
7. Non-formal learning
8. Lifelong learning



Multi-stakeholder action and collaboration



UNESCO's programmes

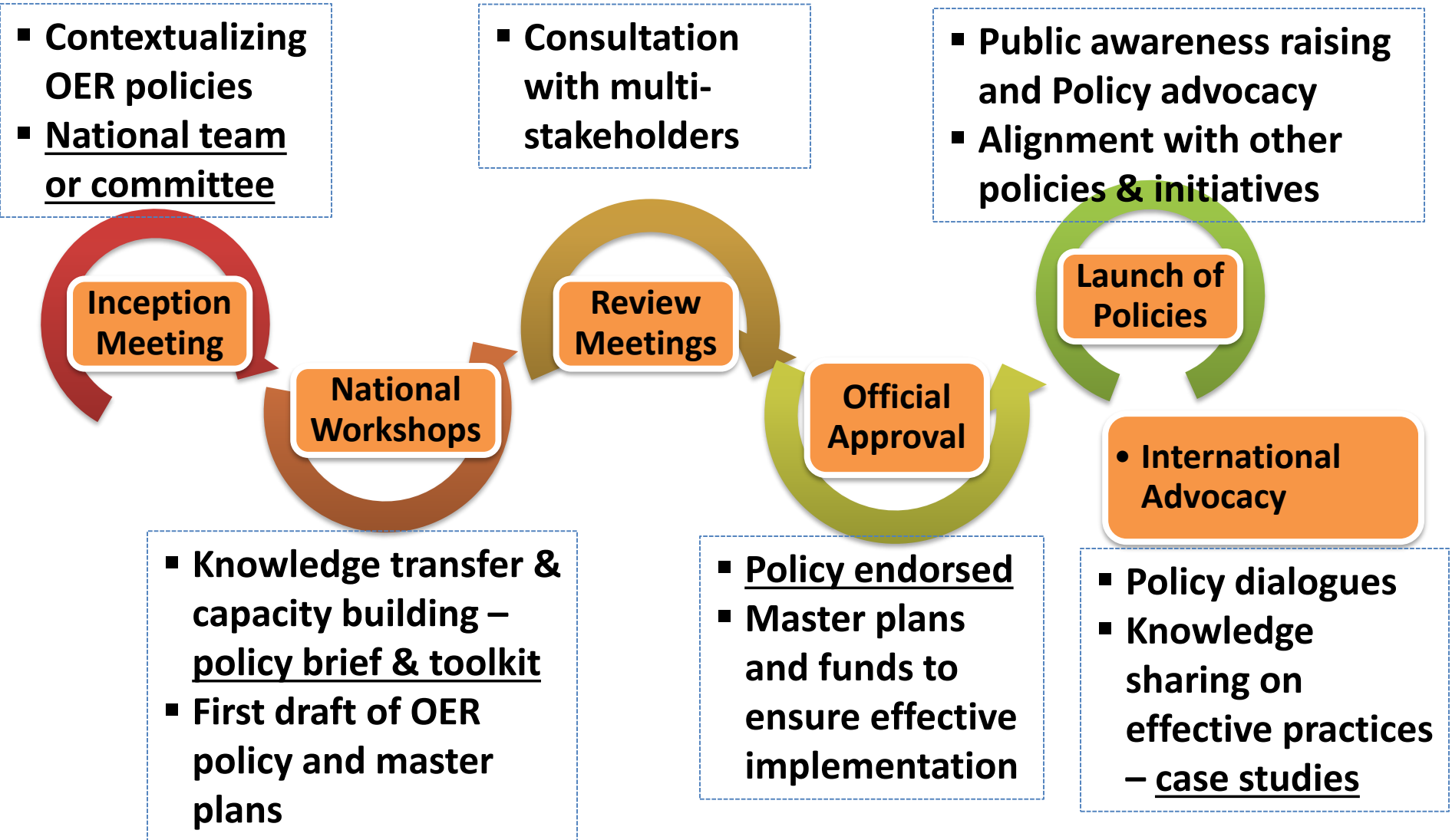
- UNESCO coined the term of **OER** in 2002
- Hosted the 1st World OER Congress in 2012 - ***Paris OER Declaration***
- Supporting countries to develop ***OER policies***
- UNESCO-COL joint publication of 15 case studies ***“OER: Policy, Costs, and Transformation”***
- **OER Indicators** to monitor national adoption and impact of OER
- **2nd World OER Congress**: September 2017, Slovenia → Ljubljana OER Action Plan 2017
- ***OER Recommendation*** - a normative instrument to be adopted in 40th Session of UNESCO General Conference – November 2019





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UNESCO supports member states to develop national OER policies





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A Multi-Entry Approach to the Development of ICT in Education Policy (Fengchun Miao, f.miao@unesco.org)

→ **Openness of curriculum & assessment** →

Learning outcomes

Subject knowledge acquisition in fixed time & space

Enhanced & extended knowledge value deepening

Knowledge creation & personalized life long learning

Outputs

Teaching & Learning

ICT enhanced classroom based lectures

Extended lessons or online courses (e.g. OER MOOCs)

Coached U-learning & project based learning

Content

Govt. or institutional (open)educational resources

Public open educational resources

Teacher/student generated resources (BYOC)

Inputs

ICTs

School devices & connection per students → 1:1

Public digital devices&internet connection

Universal broadband & Personal devices (BYOT)

School

Public

Personal

→ **Openness of schools or learning environments** →



National OER policies and strategies

Key elements of national OER policies

- Adoption of open licenses
- Operational strategies for quality assurance (integrating OER QA into existing QA mechanism for educational content)
- Strategies to ensure universal access to OER by target users
- Repository to deliver and manage OER
- Build teachers' and students' capacities to find, use, and re-use OER
- Strategies to sensitize stakeholders on OERs
- International collaboration to promote cross-boarder resources sharing



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UNESCO's OER Indicators to monitor the adoption and impacts of OER

1. Provide a framework

- **monitoring the national/institutional adoption**
- **evaluating impacts on inclusion, equity gender equality, quality**

2. Enhance evidence bases

- **data centers**
- **comparative reports**

3. Inform OER policy and practices



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Key steps of applying OER Indicators

Stage 1 Indicators
and
Methodology

State 2 Pilot Test
and
Report

Stage 3 Data Centers
and
Regular
Monitoring



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UNESCO OER Indicators: Framework

	Conceptual Domains		
	Government Commitment	Institutional Adoption	Teaching & Learning
Benchmarks			
Concepts to be Measured			
Potential Sources of Data			



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UNESCO OER Indicators

Conceptual Domain	Indicator Label	Indicator
Government Commitment	OER1	<p>Presence of a national or provincial OER policy, strategy, or program:</p> <ul style="list-style-type: none">● Open licensing policy/framework or endorsement of open licensing● Funding program for OER● Quality assurance mechanisms for evaluating OER● Making international OER available● Making local-language-based OER available● OER training academy or training initiative● Incentive mechanism to encourage OER adoption and use● Pro equity provisions for the use of OER in favor of disadvantaged populations● OER partnerships in place



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UNESCO OER Indicators

Conceptual Domain	Indicator Label	Indicator
Government Commitment	OER2	<p>Proportion of education contexts covered by existing national or provincial policies, strategies, or programs for OER in education</p> <ul style="list-style-type: none">● Primary education (ISCED 1)● Secondary education (ISCED 2 and 3)● Post-secondary/Not Tertiary (ISCED 4)● Tertiary (ISCED 5-8)● General education● Technical Vocational Education and Training● Informal learning● Non-formal learning



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UNESCO OER Indicators

OER3

Presence of local/institutional OER policy, strategy or program:

- Open licensing policy/framework or endorsement of open licensing
- Access to funding or mobilization of funding for OER
- Quality assurance mechanisms for OER
- National or local OER repository or curated collection
- Local Learning management system or other system with student-facing OER
- Local OER training academy or training initiative, or supporting national training

**Institutional
Adoption**



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UNESCO OER Indicators

Institutional Adoption	OER4	Proportion of educators (for ISCED levels 1-8) using OER in their teaching by major subjects: <ul style="list-style-type: none">● Maths● Sciences● Languages● Social Sciences● Technical and Vocational Subjects
	OER5	Proportion of learners (for ISCED levels 1-8) who have used student-facing OER as part of coursework by major subjects: <ul style="list-style-type: none">● Maths● Sciences● Languages● Social Sciences● Technical and Vocational Subjects



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UNESCO OER Indicators

Institutional Adoption

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|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OER 6 | Proportion of educators who have created new OER: <ul style="list-style-type: none">● Added new OER they created to an institutional platform for OER● Added new OER they created to a national platform for OER● Added new OER they created in the relevant local language |
| OER 7 | Proportion of educators who have redistributed/shared existing OER <ul style="list-style-type: none">● Added existing OER to an institutional platform or repository● Added existing OER to a national or international platform or repository |



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UNESCO OER Indicators

Teaching and Learning

OER 8	<p>Proportion of institutions reporting that OER has contributed to improved teaching and learning:</p> <ul style="list-style-type: none">●Affordability of education for learners●Quality of teaching●Quality of curriculum materials●Relevance of curriculum materials●Content availability to address gaps●Student success and grades
OER 9	<p>Proportion of institutions reporting that OER has contributed to an increase in personalized instruction to meet the distinct learning needs of individual students</p>



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UNESCO OER Indicators

Teaching and Learning	OER 10	Proportion of institutions reporting that OER has contributed to increased collaboration through: <ul style="list-style-type: none">● Increased co-creation of OER among educators● Increased co-creation of OER among educators and their students
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→ Supplemental Concepts and Indicators on OER



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Thank you...

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